LESSON PLAN

Course Description

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| Teacher: | Meghan | Course: Math | | Department: Education |
| Grade Level: | Kindergarten | Total Students: 25 |  | Date: |
| Time/Period: | 45 minutes | | | |
| Topics: | Literacy, Math, Counting | | | |

# ***PA Common Core Standards***

***Referenced from*** <http://www.pdesas.org/> ***for PA State approved academic standards (Grade-specific Numbers & Descriptions)***

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| **1.5.K.A:** Write about one specific topic  **1.5.K.C:** Write words and simple sentences in a logical order.  **2.1.K.A:** Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence, and counting by tens, and comparing values of whole numbers up to 20.  **2.2.K.B:** Represent and explain the results of adding and subtracting sets of objects up to and including ten, using math vocabulary |

## Objectives

***Objectives correspond with PA State Common Core Standards listed above (SWBAT…)***

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| SWBAT; Write about the specific topic  SWBAT; Write words and simple sentences  SWBAT; Demonstrate the relationship between numbers  SWBAT; Represent and explain the results of adding and subtracting sets of objects  SWBAT; Count to 20 |

***Lesson Introduction: (5-7 min)***

***(Activate background knowledge & set purpose)***

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| Good morning boys and girls today will we be learning about numbers and writing sentences to describe our numbers. Today we are going to be able to identify numbers from 1 to 20 and we will be able to write a sentence about these numbers. Here is the number 5 and the number 15 can one of you come up and write something about these two numbers. After we go over the numbers explain the activities. Children we have 3 activities you can work on today. The first activity is making the numbers 1 to 20 in salt. The second activity is to add beads on to the pipe cleaners number 1 to 10 and then write a sentence about the numbers and the differences between them. The third activity you will be rolling a die and filling the cup up with cotton balls. This activity you will have to describe with your partner in a sentence the difference between your numbers. |

***Activities/Procedures: (25-30min)***

### Lesson Plans are conducive to student achievement and focus on PA State CC standards and objectives

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| Activity #1 – Numbers in Salt  Explain what the children will be doing  Give the children the pan with salt  Have the children make the numbers in the salt  Activity #2 – Pipe cleaner activity  Explain the activity to the children  Give them the 10 pipe cleaners  Have them put the beads on each pip cleaner starting from 1 then go to 10  Have children describe how some numbers are bigger than another in a sentence  Activity #3 – Fill the cup  Explain the Activity  Give the children each a cup and die  Have children roll die and fill cup up with cotton balls according to the number rolled  Have children work together to write a sentence about who had more in their cup and who filled their cup up first |
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***Closing& Assessment: (5-7 min)***

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| After the children finishes with their first activity have them switch until they go through all 3. Bring all the children back and talk about how the activities went and ask the children what they learned from them. Have the children each explain one number amount they made during their activity and have them compare it to another number by explaining which is bigger. |

***Assessment Procedures:*** *(check all that apply)*

### Structure should simulate PSSA testing format to assist with PSSA test prep

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Formative | | | | Summative | | | |
| X | Guided Practice | X | Participation |  | ***Unit/Chapter Test*** |  | PSSA Type Questions |
| X | Enrichment |  | PSSA Type Questions |  | ***Oral Presentation*** |  | Notebook Check |
|  | Homework |  | Notebook Check |  | ***Research Project*** |  | Authentic Assessment |
| X | Group Work |  | Authentic Assessment |  | ***Technology*** |  | Other: |
|  | Rubric |  | Other: |  | ***Rubric*** |  |  |
| X | Independent Practice |  |  |  | ***Portfolios*** |  |  |

## Materials/Resources

### List of resources used and incorporated into activity and assessments, attach any teacher made materials and/or worksheets

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| --- | --- | --- | --- |
|  | Text Book: | X | Other: Hands on activies |
|  | Graphic Organizer/Handouts(s): |  |  |
|  | Technology: |  |  |
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***Accommodations***

*(IEP/Child specific)*

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| --- | --- |
| For children with disabilities have them work with a child who can help them out |  |
| Give the child with disabilities easier number for them to use |  |
| Allow child to use assistive technology if needed |  |
| Hand over hand instruction |  |
|  |  |
|  |  |

***Differentiated Instruction***

*(Easier/Support & Harder/Enrichment)*

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| --- | --- |
| Have the children increase their number to 50 |  |
| Have the children decrease their number to 10 |  |
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***Notes for the Substitute***

In accordance with Neumann University educational guidelines for emergent teachers please describe how the following INTASC Principles were reflected in your lesson plan and the delivery of the lesson.

**INTASC Principles**

**Interstate New Teachers Assessment and Support Consortium**

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| **INTASC 1: Making content meaningful** |
| * The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students. |
| Evidence/Reflection: |
| **INTASC 2: Child development and learning theory** |
| * The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. |
| Evidence/Reflection: |
| **INTASC 3: Learning styles/diversity** |
| * The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. |
| Evidence/Reflection: The teacher gives differentiated lessons for the children who are having trouble |
| **INTASC 4: Instructional strategies/problem solving** |
| * The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. |
| Evidence/Reflection: |
| **INTASC 5: Motivation and behavior** |
| * The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. |
| Evidence/Reflection: |
| **INTASC 6:** **Communication/knowledge** |
| * The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |
| Evidence/Reflection: The teacher allows the children to come to her when needed for help and she gives the children positive reinforcement |
| **INTASC 7:** **Planning for instruction** |
| * The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. |
| Evidence/Reflection:  The teacher focuses mainly on the area the children are learning in. |
| **INTASC 8**: **Assessment** |
| * The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. |
| Evidence/Reflection: |
| **INTASC 9:** **Professional growth/reflection** |
| * The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| Evidence/Reflection: |
| **INTASC 10:** **Interpersonal relationships** |
| * The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. |
| Evidence/Reflection: |